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ABSTRACT

As a result of research indicating that the dual enrollment (DE) students at Florida's community colleges experience problems upon transferring to state universities, Pensacola Junior College (PJC) and Tallahassee Community College (TCC) conducted follow-up studies of DE students. PJC examined outcomes for students who successfully completed DE English and western civilization courses who transferred to the University of West Florida (UWF), while TCC focused on all students registered in DE courses in fall 1990, 1991, and 1992 who transferred to Florida State University (FSU). Major findings included the following: (1) four of six former PJC students with UWF grade point averages below 2.0 had earned "C's" in one or both of their DE English courses; (2) the 1990 cohort of former TCC students at FSU were 56% female and 77% white, while for the 1992 cohort the percentages had risen to 75% female and 83% white; (3) overall, the former TCC students who had taken DE courses earned higher grades than students who had not in both English and literature courses at FSU; and (4) DE students at TCC also performed better than non-DE students in English and western civilization courses at the college. Nine tables of data are included. (TGI)

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What Happens to Community College Dual Enrollment Students?

Introduction

As part of the overall attempt to maximize the use of state educational resources, Florida recognizes several types of acceleration credit, i.e., credit that can be used to satisfy both high school and college requirements. These include CLEP, AP (advanced placement), the IB (international baccalaureate) program, internal examinations and dual enrollment. The twenty-eight institutions in the public community colleges system of the state award more credit for dual enrollment than for any other acceleration mechanism. There were 23,343 dual enrollment students in 1994-95 who earned 62,745 hours of credit toward AA degrees.

A December 1993 report produced by the Office of Instructional Resources at the University of Florida (Legg, 1993) indicated that the vast majority of former dual enrollment students entering that institution had to retake these courses. This meant the students lost collegiate credit for the DE courses and the state funded the courses twice. The Legg report was based upon students who "..did not meet the regular State University System admissions criteria.." (Ibid., p 3) or students who had earned dual enrollment credit in chemistry. After this report began circulating among the community colleges, several institutions decided to conduct follow-up projects of their own. These institutions wanted to look at students who would meet the regular admissions requirements and/or who took the more popular English and western civilization courses.

Method

Two community colleges, Pensacola Junior College (PJC) and Tallahassee Community College (TCC), have shared the results of their follow-up studies with the State Board of Community Colleges. Both institutions used basically the same process in obtaining their data and produced similar studies. The first step was to identify those students who had been dually enrolled. The social security numbers for these students were then shared with the university most often attended by students who transferred from the college. The University of West Florida (UWF) worked with PJC, while TCC worked with Florida State University (FSU). The universities produced data files indicating attendance, courses taken, grades, and overall GPA. Both colleges used the information contained in these files to produce summary reports. Tallahassee Community College also included results from internal college records in their study.

Sample

Pensacola Junior College limited their cohort to students who took English 1101 and 1102.

> The sample group consisted of sixty-eight (68) students who successfully completed (C or better) English 1101 and 1102 in a school-based dual enrollment class during the 1991-92 school year, and who requested their PJC transcripts be sent to UWF. (Atwell, p 1)

Tallahassee Community College identified all of the students who were registered in dual enrollment courses in fall 1990, fall 1991 or fall 1992.

State University System Results

Pensacola considered academic performance at UWF in two ways: cumulative GPA and grades in advanced writing courses, i.e., English courses other than ENC 1101 or 1102. Fifty-two of the sample of students were found to have enrolled at UWF and to have a GPA. The average GPA for the group was 2.82. This was the same as the average GPA of all PJC students

attending UWF in fall 1992 (SBCC, 1994). A categorical distribution of these GPA's is presented in Table 1. Four of the six with below C (2.00) averages had earned a grade of C in one or both of their dual enrollment English courses.

There were only thirteen grades available for advanced writing classes for these students at the time of follow-up. Although caution must be used with so small a sample, the preliminary distribution indicates similar positive results. Table 2 presents the distribution of the thirteen grades. Again, the students receiving low grades had C's in one or both of their dual enrollment English courses and low GPA's overall.

Table 3 indicates the college attendance of the cohort used by Tallahassee Community College. The table indicates whether they later enrolled, i.e., enrolled as a regular college student, at TCC, FSU, or both. The fall 1990 cohort of dual students contained 296 individuals. Based upon the information obtained from FSU, 98 or 33 percent attended the university, 136 or 46 percent attended TCC and 43 or 15 percent attended both. A total of 191 individuals or 64 percent of the cohort was found.

The results for the fall 1991 and fall 1992 groups were very similar. There were 352 individuals in the fall 1991 group. Of these, 107 or 31 percent attended FSU, 164 or 46 percent attended TCC and 24 or 7 percent attended both. Again, a total 64 percent of the cohort was located.

The fall 1992 group contained 391 individuals. This cohort had the lowest found rate of only 49 percent. This was expected since this was the group with the shortest calendar time between completing high school and follow-up. Of these individuals, 88 or 22 percent attended FSU, 108 or 28 percent attended TCC and 4 or 1 percent attended both.

The use of internal records allowed TCC to examine demographic changes over the three year period. There appears to be a trend toward more females and white students both taking dual enrollment courses and going on to FSU. In fall 1990, the TCC duals were 56 percent female and 77 percent white. By fall 1992 the female percentage had increased to 68 and white to 81. The same trend regarding gender is reflected in the percentages later attending FSU. Of the fall 1990 group, those enrolled at FSU were 57 percent female and 84 percent white. By fall 1992, the female percentage had increased to 75. However, the white percentage had declined a point to 83.

While the range in FSU GPA for these students is wide, the mean GPA is higher than the overall GPA of former TCC students attending FSU. The mean GPA for former duals from fall 1990, fall 1991 and fall 1992 is 2.96, 3.00 and 2.86 respectively. The mean GPA for all former students attending FSU in fall 1991, fall 1992 and fall 1993 was 2.80, 2.75 and 2.74 (SBCC, 1994).

Table 4 provides a direct comparison between the grades received as duals in ENC1101 and higher level English and literature courses taken at FSU. The comparison indicated that only three of the twenty-four individual had to re-take ENC1101 at FSU and two of those had withdrawn from the dual enrollment course. None of the former dual enrollees made below a C in any FSU English or literature course.

Results from Internal Grade Comparisons

The second phase of the study conducted by Tallahassee Community College was based upon internal tracking. This was done in two ways - the first was to compare the grade distributions of regular college students with those of the dual enrollment students; the second

was to compare the grades earned in the first course with those earned in the sequence course, again controlling for dual enrollment status. Two sets of sequence courses were examined. The first was English which consisted of ENC1101 and ENC1102. The second was western civilization, EUH1000 and EUH1001.

The initial comparison of grades earned by dual enrollment status indicated that the grades earned by DE students (Table 5) were clearly higher than those earned by regular students in both sets of courses. The next step was to determine if this pattern of higher grades was also true if students were tracked individually into the next level course. Tables 6 - 9 show the relationship between the grade earned in the first course and the grade earned in the second course for both regular and dual enrollment students.

For both English (ENC1101 and ENC1102) and western civilization (EUH1000 and EUH1001), the dual enrollment students did better in the second course than the regular students. Since dual enrollment students have to pass a college placement test and be recommended by their high school principal prior to registering for a dual enrollment course, it is not surprising that they would have a higher grade distribution than the regular students.

Any program that serves a large population in a diversity of settings needs to be regularly monitored and evaluated. However, based upon the results of these two studies, there is no reason to believe the dual enrollment program, as currently implemented in the Florida Community College System, is not providing a viable acceleration mechanism for students

Table 1
GPA Distribution for PJC Cohort at UWF

GPA	Number of Students	Percent of Student
3.50+	9	17.3
3.00-3.49	17	32.7
2.50-2.99	14	26.9
2.00-2.49	6	11.5
1.99 or less	6	11.5

Table 2
Grade Distribution for Advanced Writing Courses

Grades	Number
A- / A+	3
B- / B+	5
C- / C+	3
D / F	2

Table 3
Attendance Patterns of Former Dual Enrollment Students
(Limited to FSU and TCC)

Outcome	Fall 90 (n=296)	Fall 91 (n=386)	Fall 92 (n=391)
Attended TCC	136	164	108
Attended FSU	98	107	88
Attended both	43	24	4
Total Number Located	191	247	192
Percent Located	64	64	49

Table 4
Grade Comparison

Dual Enrollment Course	DE Grade	FSU Course	FSU Grade
ENC1101	A	ENC1102	B
ENC1101	A	ENC1102	B+
ENC1101	A	ENC1142	A-
ENC1101	A	LIT2020	A
ENC1101	A	LIT2020	A-
ENC1101	A	LIT2020	A-
ENC1101	A	LIT2020	B-
ENC1101	A	LIT2020	C
ENC1101	A	LIT2081	C
ENC1101	A	LIT4322	B-
ENC1101	B	ENC1102	A
ENC1101	B	ENC1142	A
ENC1101	B	ENC1905	S
ENC1101	B	LIT2020	A
ENC1101	B	LIT2020	A-
ENC1101	B	LIT2020	B+
ENC1101	B	LIT2020	C
ENC1101	B	LIT2081	B
ENC1101	C	ENC1101	B-
ENC1101	C	ENC1102	A
ENC1101	C	ENC1905	S
ENC1101	W	ENC1101	A-
ENC1101	W	ENC1101	B+
ENC1101	W	ENC1145	B

Table 5
Comparison of Selected Grades
By Dual Enrollment Status

Grades	ENC1101 (Fall 1993)		ENC1102 (Fall 1994)	
	Dual Enrollment Status		Dual Enrollment Status	
	No (n=1301)	Yes (n=176)	No (n=941)*	Yes (n=89)
A	17.37	31.82	19.34	24.72
B	28.67	43.75	29.33	38.20
C	23.21	19.32	17.64	19.10
D	4.46	1.14	5.42	3.37
F	10.45	0.57	9.03	6.74
I	2.54	0.57	2.13	4.49
W	13.30	2.84	16.79	3.37

Table 5 (cont.)

Grades	EUH1000 (Fall 1993)		EUH1001 (Fall 1994)	
	Dual Enrollment Status		Dual Enrollment Status	
	No (n=609)**	Yes (n=158)	No (n=941)	Yes (n=89)
A	7.88	42.41	9.94	32.21
B	17.08	30.38	21.14	30.87
C	25.62	13.92	27.91	22.15
D	11.33	5.70	9.51	7.38
F	15.60	3.16	14.16	4.03
I	0.99	3.80	1.27	0.00
W	20.53	0.63	16.07	3.36

* 0.32 percent of the students received miscellaneous grades of X.
** 0.99 percent of the students received miscellaneous grades of X or Z.

Table 6
Comparison of Original and Sequence Grades
Percentage of Total for Regular Students
(N-554)

ENC1101 Grade	ENC1102 Grade						
	A	B	C	D	F	I	W
A	9.93	8.48	1.99	0.18	1.08	0.36	0.72
B	7.58	16.97	7.94	1.81	2.71	0.54	4.51
C	1.62	7.58	8.30	4.15	3.07	1.08	5.60
D	0.18	0.36	0.18		0.18		0.18
F			0.18				
I		0.54	0.18		0.18		0.90
W		0.18	0.36				

Table 7
Comparison of Original and Sequence Grades
Percentage of Total for Dual Enrollment Students
(N-88)

ENC1101 Grade	ENC1102 Grade						
	A	B	C	D	F	I	W
A	20.45	19.32				2.27	
B	4.54	18.18	7.95	1.14	2.27	2.27	1.14
C		1.14	10.23	2.27	4.54		
D							
F							1.14
I							1.14
W							

Table 8
Comparison of Original and Sequence Grades
Percentage of Total for Regular Students
(N-217)

EUH1000 Grade	EUH1001 Grade						
	A	B	C	D	F	I	W
A	8.76	2.76	0.46				
B	2.30	10.14	7.83	0.46	3.23		0.92
C		6.91	17.05	5.07	4.61	0.46	5.53
D		1.84	5.99	2.30	0.92		1.38
F			3.23	1.38	3.23		0.46
I							
W			0.92		0.92		0.92

Table 9
Comparison of Original and Sequence Grades
Percentage of Total for Dual Enrollment
(N-132)

EUH1000 Grade	EUH1001 Grade						
	A	B	C	D	F	I	W
A	26.52	13.64	2.27	0.76			
B	6.82	17.42	7.58	0.76			
C		0.76	7.58	4.54	0.76		0.76
D			1.52		1.52		1.52
F				0.76			
I	0.76	2.27	1.52				
W							

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